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ABSTRACT

Presented is an instructional guide designed for use in training young people and adults who may have children with learning problems. Included are five modules dealing with the following topics (with sample sub-topics in parentheses): child development (toilet training), home activities to enhance school performance (language development), planning and preparing inexpensive nutritious meals (basic four food groups), sewing (taking body measurements), and selecting and pursuing a vocation (preparation for job interviews). Provided for each instructional objective are pre-tests, content, learning tasks, evaluation, and resources (including books and films). A companion sound filmstrip series (also available in an audio cassette/slide format) is said to be obtainable for use with the teaching guide. (LS)

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LEARNING ABOUT LIVING

Youth and Adult Education on Parenthood

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Editors

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PREFACE

This publication comprises a syllabus of appropriate content to prepare a young adult for and enhance the effectiveness of a parent in the provision of a good home environment for children. Oftentimes when adults become parents of a child with some learning impairment, they are eager to know what they can do to help. Every parent wants a child who does well in school and is a success in life. This instructional guide is designed for use in training young people and parents so that many learning and adjustment problems can be avoided through maintenance of a good home environment.

Topics included in this publication result from six years of experience teaching parents. These are the five areas deemed most important by the more than 250 adults who participated in the Project during that period: Your Child Grows Up, Home Activities to Enhance School Performance, Planning and Preparing Inexpensive Nutritional Meals, A Stitch In Time, Selecting and Pursuing a Vocation. These topics which constitute the chapters in this publication are identical to the titles of the companion sound filmstrip series. (This series may also be requested in an audio cassette/slide format). Three additional major areas were treated in the Parent Education Program. These are: Arts and Crafts to Make the Home Attractive, Marriage and Family Problems, and Planning and Coordinating the Family's Wardrobe. Subsequently, any person who implements a similar training program is cautioned that it may be necessary to add these areas to his program. Due to a shortage of funds, the audio-visual materials and companion guide were not prepared in these areas. Note that this publication is packaged in a loose-leaf binder so that modules may be conveniently added.

Because so many individuals assisted in the development and production of this guide and the filmstrips, it is impossible to name them. Suffice it to say that sincere appreciation is expressed to the many models for the filmstrips who volunteered their time to photograph the series. Thanks is also expressed to the many members of the college faculty and the community who permitted their offices, stores, and homes to be used as sites for shooting the photography. Finally, this document would not have been completed were it not for Mrs. Peggy S. Leathers, who typed several revisions and Mrs. Selena Eure, who typed the final copy. A special thanks to the both of them.

June, 1975

H. P. B.
A. T. S.
E. M.

INTRODUCTION

This guide developed by the Norfolk State College Education Act Project's Parent Education Program was designed to complement the sound-filmstrip series as the basic resources for meaningful, well-rounded educational experiences on parenthood for youth and adults. The ideas, techniques and methods, specific content, and suggestions for teaching aids which are included in this guide were an integral part of the Parent Education Program (P. E. P.) and were generally considered by the staff to be effective in developing critical thinking, individual judgment, and competencies needed to provide a good home environment for the family.

The guide consists of five instructional packages grouped separately into clusters. They give objectives, pre-tests, content, learning tasks, evaluation, and resources for each module in the cluster. These five clusters complement the five sound-filmstrips.

The modules will be useful for youth and adults who may have children with different types of learning programs. They are designed to assist parents of young children with learning problems. It can be used successfully in clinics, in social work agencies, in parent workshops or group seminars, as well as in counseling sessions, junior and senior high school family living classes, P. T. A. meeting and similar settings.

I. YOUR CHILD GROWS UP

RATIONALE

This module is addressed to parents of youngsters who are starting that exciting and disturbing journey from infancy through childhood into youth. It is extended from the time during which the child is totally dependent upon the mother for all experiences to a time when the son or daughter feels too old for children games but too young for teenage society. It is a time for dreams and doubts of going forward and backward.

This module is prepared to help parents understand these important stages in their children's life.

Objective: The learner will know three broad stages of development and understand behaviors common to those stages.

Pretest: A written questionnaire

Content: In dividing the human life span into various stages, a number of problems are encountered. The individual does not suddenly enter into late childhood, adolescence or adulthood; he gradually acquires those characteristics which typify a new phase of development. Many developmental psychologists do not agree on how the developmental stages should be treated. For example, should infancy be defined by chronological age, bodily growth or behavioral patterns?

In this module the stages are defined in terms of behavior patterns and chronological ages. Three broad stages of development have been identified: early childhood (infancy--six years), late childhood (seven--ten years) and pre adolescence (11-13 years). See the Child Development Chart.

Learning Tasks:

A. Discussion of stages of development and appropriate behaviors.
B. Role play problems in child-parent and sibling relationships.
C. Listen to and question consultant.
D. View films

Evaluation:

Reassessment on pretest

Resources:

Books

Dikunas and Albrecut. Psychology and Human Development. New York: McGraw-Hill, 1961.

Hurlock, Elizabeth, Child Development (Fourth edition), New York: McGraw-Hill, 1956.

Family Development. Extension Division, Virginia Polytechnic Institute Publication #131, Blacksburg, VA.: Virginia Polytechnic Institute and University, 1969.

Your Child from One to Three
Your Child from Three to Four
Your Child from Six to Twelve
Moving Into Adolescence
Superintendent of Documents, Washington, D. C.: U. S. Government Printing Office

Films/Filmstrips

Age of Turmoil (20 min.) New York: McGraw Hill Films.

The Growth of Infant Behavior: Early Stages (11 min.) New York: Encyclopedia Britannica Films.

Meaning of Adolescence (16 min.) New York: McGraw-Hill Films.

Terrible Toos and Trusting Threes (22 min. color) New York: McGraw-Hill Films.

Equipment

Film projector

Human Resources

Professor of Child Development

CHILD DEVELOPMENT CHART

	Infant reacts to light by blinking; unable to focus; cannot tell one sound from another; looses weight shortly after birth--then begins to gain; has little muscle control; world revolves around self.
Early Childhood (Infancy--5 years)	Toddler begins to walk at approximately one year; learns to dress himself; acquires temporary teeth; language develops rapidly; toilet habits are established; often has imaginary friends.
	Preschooler begins to learn handwriting; hand preference is set; increases real social contacts with other children although child remains primarily self-centered; self concept takes shape, mostly learned from family experiences.
Late Childhood (Six--ten years)	Child likes to explore; is curious about sex and sexuality; wants rules and slowly learns to use them; develops self control; is noisy, uses language well, enjoys dramatic play; is eager to learn, curious fears are conquered slowly; feeling of family relationships are strong; "gang age", befriends children of same sex.
Pre-adolescence (11--13 years)	Many changes occur; transitional period from childhood to adolescence; onset of puberty takes place--menstruation begins in girls, nocturnal seminal emissions in boys, growth of underarm and public hair on girls and boys and facial hair on boys; fluctuation in emotions occur; personal interests are evident; daydreaming occurs; more social interests are evidenced by interest in dating, parties and other group activities; independent reading is usually commonplace.
	Girls usually mature earlier than boys.

PRETEST: Stages of Child Development

Directions: Write "yes" or "no" in the blank to indicate your answer.

_____1. A nine-year-old is in early adolescence.

_____2. The infant is self-centered.

_____3. Having imaginary friends is normal for the young child.

_____4. A three-year-old has a full set of permanent teeth.

_____5. The "gang age" is about eight years.

_____6. Boys tend to develop more slowly than girls.

_____7. Children should be seen and not heard.

_____8. If a child is left-handed, he should be corrected.

_____9. When a seven-year-old asks about sex, he should be told that he is too young to understand.

_____10. All children are different in some way.

Objective: The learner will understand how to toilet train a child.

Pretest: An oral inventory

Content: Some parents sometimes rush toilet training. The time to begin to toilet train depends on the child. How can you tell if the child is ready? Physically, he needs enough muscle control to stop a natural release.

Little children feel quite possessive about the products of their bodies. They are sure, at some point to dabble in the toilet bowl or smear a bowel movement on the crib or walls. Training usually goes faster if begun when the child is about 12 to 15 months old.

It is important that negativism is not associated with toilet training. Instead, there should be no distractions around and the child should be rewarded for voiding his bladder and/or bowels on the toilet. Relapses should also be expected. Often they are due to fatigue and emotional tension.

Girls may be ready somewhat sooner than boys, as they are with other activities which require control and maturity.

Learning Tasks:

A. Discussion of factors regarding toilet training.
B. Listen to and question consultant.

Evaluation:

Reassessment on pretest

Resources:

Books

Bakwin, H. and Bakwin, R. M., Clinical Management of Behavior Disorders in Children, Philadelphia: W. B. Saunders Co., 1960.

Human Resources

Professor of Child Development

PRETEST: TOILET TRAINING

Questions for Oral Inventory

1. What physical development is necessary before toilet training will be effective?
2. Is it normal for children to play in their fecal matter?
3. By what age are most children toilet trained?
4. Are boys toilet trained earlier than girls?
5. What condition may cause a relapse in a child's toilet training?

Objective: The learner will understand how to discuss sexuality with a child.

Pretest: A written questionnaire

Content: Seldom does a parent find it easy to talk about sex, birth control, or reproduction with his child. Most often a parent tries to answer what he thinks he is being asked and not what he is really asked. General guidelines to follow when a child ask questions are:

1. A child whose age is five to nine usually wants a brief, direct answer. His questions are often about anatomy--how bodies function and why. So there is no need to get into weighty discussions of morality and behavior.

2. The child who is nine to thirteen is a little like newspaper reporters. He wants to know everything: who, what, when, where, how and most important--why. This child is perhaps the one most likely to ask you something you can't answer. When that happens, be honest, admit you don't know and then go look it up or look it up together.

It is important that correct information be given to the child by a trusted parent. Other valuable sources for the child which should only supplement <u>not</u> substitute for the parent are the school and a physician. Otherwise the child may be expected to pick up misinformation and partial information from his peers and sources in the "street".

The parent should be pointed and positive. If the parent is apprehensive, embarrassed, or weights his responses with verbal or nonverbal negativism, the child picks up these cues. Often times these inappropriate behaviors of the parent adversely affect the child's perceptions of sex--his identity and how he relates to others.

Learning Tasks:

A. Discussion of sexuality and appropriate instruction of a child about sex.
B. Listen to and question a consultant.
C. Acquire necessary addition content the learner needs to feel competent to respond to a child's questions on sex.

Evaluation: Reassessment on pretest

Resources:

Books

Andry, A. C. and Schepp, S. How Babies Are Made, New York: Time-Life Books, 1968.

Bakwin, H. and Bakwin, R. M. Clinical Management of Behavior Disorders in Children, Philadelphia: W. B. Saunders Co., 1960.

Gordon, S. Girls Are Girls and Boys Are Boys. New York: John Day Co., 1974.

Gordon, S. and Gordon, J. Did the Sun Shine Before You Were Born? New York: The Third Press, 1974.

Haynes, M. V. A Boy Today, A Man Tomorrow. St. Louis: Optimist International, 1972.

How to Tell My Daughter, New York: Kotex Company.

Johnson, E. W. Sex: Telling It Straight. Philadelphia: Lippincott, 1970.

Films/Filmstrips

Growing Up and Liking It (sound, color) Personal Products Co., Ridgefield, N. J. (free loan)

Equipment

Film projector

Human Resources

Public Health Department Educator
Planned Parenthood Counselor

PRETEST: SEXUALITY AND SEX EDUCATION

Directions: Write "yes" or "no" in the blank to indicate your answer.

_____1. A five year old who asks a question about sex usually wants a short, direct answer.

_____2. For most parents, it is easy to talk to their children about sex and reproduction.

_____3. The best person to give a child information about sex is his parent.

_____4. The parent should filibuster if he doesn't know the answer to his child's question about sex. The child should not find out that the parent doesn't know.

_____5. Children often learn feelings about sex from their parents.

Objective: The learner will understand the importance of communication between the parent and child.

Pretest: A written True-False inventory

Content: Good communication between the parent and child is necessary to the child's social, emotional, intellectual, and language development. The stimulation provided by the parent's communication, as he ministers to the needs from infancy, is so important to the total development of the child.

A critical kind of communication is verbal communication. The parent should talk to the child from his birth even though he cannot answer. Some parents talk "baby talk" such as "da-da" and "ta-ta" to an infant or toddler. This is not appropriate since it gives the child a poor model. The child makes the sounds he hears. He imitates the speech and learns the language of those around him. When the parent is talking to the child, he should use simple standard language. When the child points to an object, it should be named. The child will repeat the name of the object after the parent.

The other important kind of communication is non-verbal communication. This area permeates the whole parent-child relationship. How a parent interacts with his child significantly influences the child's emotional and social development. Every child needs love, affection, and approval. A child with a handicap or disability needs these in larger doses. The surest way for a parent to show his child the love the child needs is to make sure the child knows that the parent accepts and loves him

for who he is; the child is made to feel that he matters very much and that the parent believes and causes the child to believe that he will succeed. The child needs to belong to a family group and know that there is a place where he fits in the family.

A parent should value his child for what he can do and appreciate his accomplishments without overloading him with activities that prevent him from enjoying a balanced day of work, recreation, and rest. Overloading can bring on unnecessary emotional problems. Learning should be an active, living process where a parent is quick to show interest and give praise, slow to censure and always remembering to give encouragement.

Learning Tasks:

A. Discuss appropriate communication techniques.
B. Role play parent-child interactions
C. Listen to and question consultants

Evaluation:

Reassessment on pretest

Resources:

Books

Hurlock, Elizabeth. Child Development (4th Edition) New York: McGraw-Hill, 1956.

Human Resources

Child Development Specialist

Professor of Social Work

PRETEST: COMMUNICATION BETWEEN PARENT AND CHILD

Directions: Write "T" in the blank if the statement is True; write "F" in the blank if the statement is False.

_____1. Verbal communication involves speech and language.

_____2. Children imitate the behaviors of their parents.

_____3. Baby talk should be used with babies because they do not understand adult language.

_____4. Every child needs to feel loved and wanted.

_____5. A child needs a balanced day of work, play, and rest.

II. HOME ACTIVITIES TO ENHANCE SCHOOL PERFORMANCE

RATIONALE

The home and school share with other institutions and organizations the responsibility for providing the opportunity for each child to develop physically, spiritually, mentally, emotionally and socially so that the child can live a full life which is satisfying to himself and to society in order that the child can develop competencies to his optimum ability.

Five important ways in which parents can help a child generally in the beginning years of study are:

1. Ascertain that your child gets plenty of nourishing foods.
2. See that your child gets plenty of rest.
3. Give your child a feeling of security. He needs love, confidence and understanding at home.
4. Do not overload your child's workday with too many other activities such as piano lessons, dancing lessons, club activities, etc. Balance his day with recreation and play.
5. Show an interest in his school and in his activities. Be quick to praise, slow to censure. Remember that parents should guide the child and encourage him in his learning activities.

Learning should be an active living process.

Included in this cluster are six modules which are:

1. Perceptual-motor development in order to develop an understanding of the basic perceptual motor skills of the child.
2. Exploring Community Resources which concerns itself with taking the child on trips and excursions that will help in motivating interest and gathering information that will develop the child's language and reading skills.
3. Language development is concerned with the everyday experiences of the child and the development of speech and the understanding of concepts, listening to stories, discussing pictures and playing with toys.

4. Readiness for Reading is concerned with the development of an understanding of the basic reading concepts that will aid the child in his ability to read well.

5. Arithmetic Readiness is concerned with increasing the understanding of basic concepts and skills on how numbers are an important part of the child's experiences.

6. Handwriting is a visual-motor task, the acquisition of which is dependent upon the overall physical development and maturation of the child. The parent can provide readiness experience for the child which include gross motor and fine motor skill development. Specific activities are suggested through which the parent can help his child acquire the skill which is essential for communication throughout the child's life.

PERCEPTUAL-MOTOR DEVELOPMENT

Objective: The learner will receive training in providing perceptual-motor experiences for children.

Pre-test: Oral inventory of at-home skill experiences the learner can provide for his child.

Content: Motor skills come first in all areas of development which include those basic perceptual-motor skills required for later success in school.

Seeing relationships among stimuli is an important skill to be developed. Auditory, visual and tactile perceptions are closely related to each other.

The development of motor-skills is very important to the functioning and growth of the child. Motor skills needed for school related tasks are developed primarily through play activities. The child learns to control his large muscles before he controls the smaller ones.

Parents can begin placing emphasis on such activities as running, throwing, and jumping for their child before trying to develop fine motor skills such as cutting, drawing coloring and tracing.

Speaking is a muscular activity. When the child is unable to produce correct sounds, his speech organs may not be developed properly. Parents can help the child by helping him hear different sounds and recognize differences among them. As the child's organs develop, he will begin speaking which requires auditory perceptual ability.

Reading and other visual activities require eye coordination. Eye coordination develops normally through the constant visual activity of the child. Manual skills are very important to the child's school success also. What the hand does is usually guided by what the eye sees. Manual skills and visual skills go hand in hand.

Visual-motor coordination includes hand-eye coordination and coordination of eye and feet and trunk of the body. There are many activities which involve visual-motor coordination. They include pulling or pushing toys, throwing objects, jumping and catching.

Visual-motor activities build useful patterns of movements. Through such activities as learning right from left, back and forth, and up and down motions--the child will develop the use of a dominant hand as well as become aware of the parts of his body.

Before a child can learn to read successfully, he must be able to recognize shapes and alphabet puzzles. He should be able to describe pictures and have some concept of the position of objects.

Learning Tasks:

1. Discuss ways of developing basic motor patterns, balance, locomotion, gross motor movement and fine motor development.

2. Make three activities which will improve fine motor development:

   a. Pasting pictures on scraps of cloth
   b. Finger painting
   c. Papier-mache activities
   d. String macaroni, beads, buttons, etc.

3. Discuss ways of developing large muscle coordination.

4. Discuss the value of games and activities such as:

   Stringing beads, Turtle crawl, Knowing right from left, Animal jump, Tieing shoe laces

5. Name some Indoor Activities (tieing shoe laces, turtle crawl, etc.)

6. Name some Outdoor Activities (Bear walk, gardening, etc.)

Evaluation: Oral re-examination on pretest

Resources:

Books

Ahr, A. Edward, Simons, Benita, Parents Handbook--Developing Your Child's Skills and Abilities at Home, Skokie, Illinois: Priority Innovations, Inc., Publishing, 1968.

Kephart, N. C.: Perceptual-Motor Concept of Learning Disabilities, Exceptional Children, 31, 1965, 201-206.

Radler, D. H. and Kephart, N. C.: Success Through Play, New York: Harper and Row Publishers, Inc., 1960.

Films/Filmstrips

"On the Playground", Eye Gate House, Inc., Jamaica, New York, 11435.

Equipment

Filmstrip projector

PRETEST: PERCEPTUAL-MOTOR DEVELOPMENT

Directions: Read each statement and circle "yes" or "no" for each item.

yes----no 1. Playing will develop motor skills.

yes----no 2. Jumping is a gross motor skill.

yes----no 3. Singing will help the child with his fine motor development.

4. Some of the activities to develop perceptual motor skills are:

yes----no a. Stepping on stones.

yes----no b. Walking on a straight line.

yes----no c. Hopping on a straight line.

yes----no 5. Parents should not worry about the child's motor development; motor-skill development is of little value.

PERCEPTUAL-MOTOR ACTIVITIES

Outdoor Activities	Indoor Activities
Jumping	Crawling
Skipping	Bouncing a Ball
Skating, Climbing a tree	Learning right from left

Other Activities and Purposes

Activities	Purpose
1. Walking board	Balance Postural flexibility
2. Jumping, skipping, hopping	Body control Body image Rhythm
3. Identifying Body Parts (Auditory stimulus-motor response)	Body image Understanding what is heard Proper translation of auditory stimilus to gestural response
4. Chalkboard work	Directionality Motor movement Visual memory
5. Visual achievement forms	Form perception Figure-ground relationships
6. Stepping stones Visual-motor	Body control Eye-foot coordination Directionality

PERCEPTUAL MOTOR ACTIVITIES

Shapes and Colors

Let children cut construction paper of different colors into squares, triangles, circles and rectangles. Have him paste small pieces of paper according to color, size, or shape. The children can play a game by grouping shapes in various ways after having received oral directions.

Rhyming Fun

Children will learn to hear likenesses and differences among auditory stimuli by observing sounds and words that are alike and playing games by making up silly words. The record player will be helpful in these activities.

Concept Building in Motion

Rhythmical moving to music will help children to establish relationships between input and response. Introduce gradually, various relationships between time, space, quantity, quality and other similar dimensions.

EXPLORING COMMUNITY RESOURCES

Objective: The Learner will become informed of community resources and places that will enhance the learning experiences of his children.

Pre-test: Completion of a survey form indicating awareness and use of local community resources.

Content: The purposes of taking a child on excursions or trips are to motivate interest, to gather information, to correct false concepts and information and to give sensory impressions.

Trips are useful in helping parents and the child to answer questions which arise from dramatic play and discussions.

Trips are especially worthwhile in helping to answer such questions as these:
What does a freighter look like? (A trip to see a tug boat or a trip to the harbor might give the answer).
How are cows milked? (A trip to the dairy farm might give the answer)
How can you make a loaf of bread? (A trip to the bakery might give the best answer)
How do people get on an airplane? (A trip to the airport might give the best answer)
How are radio and television programs broadcast? (A trip to a broadcasting station might give the best answer)

The younger and more immature the child, the more important first hand experiences are to him. For the five-year-old, the trips would probably be limited to a walk to a nearby post office, shopping center, grocery store, and other places to see equipment. The six-year old and older children will be ready for more extended trips to the harbor, the airport, a farm, the museum, art gallery, parks, zoos, colonial homes, and other places of interest provided for by the community.

The values of first-hand experiences are recognized more and more in helping children to develop freedom of expression as they respond to the stimulation of a worthwhile trip. Drawing, painting, coloring, rhythms and music and a wealth of ideas will be expressed in a way that cannot be expressed or said in words.

Trips in and around the community will contribute much to the experiential background and provide the content for oral expression and language development.

Places of interest which provide valuable learning experiences for the child usually include: (1) the art gallery, (2) a museum, and (3) a tour.

The art gallery is a special building where people go to visit and enjoy large and often unusual collections of art treasures from nearly every period of history which were done by great artists of all times. These include paintings, sculpture, and glass.

A museum usually houses objects of historical value. These usually include a documentation of the people and the materials they used during early periods. Some museums contain specific types of collections, e.g. furnishings, cars, clothing, clocks, and cooking utensils.

A city tour will include visits to old homes, churches, memorials, botanical gardens, shopping centers, malls, parks, zoos, harbors, and other places of interest.

Learning Tasks:

1. Tour the community to visit the various community resources.
2. Read the brochures on each of the locations.
3. View films at sites when they are available.
4. Listen to the guides tell about the history of the various historical sites.

5. Discuss the materials and period furniture found in each of the homes.
6. Take a trip to a shopping center
7. Visit a grocery store for a shopping tour.
8. Plan a picnic to the (a) beach, (b) park or (c) botanical gardens.
9. Plan a boat ride.

Evaluation:

1. Oral assessment of how each site visited will help the child in school.

2. Oral report on visit to cities with families three months after instruction.

Resources:

Books/Pamphlets

Various booklets from the Chamber of Commerce and sites visited.

Films/Filmstrips

These may be obtained free on loan by contacting the Chamber of Commerce in most cities.
These films, filmstrips and slides are usually beautiful color presentations about historic places and travel.

Equipment

Movie projector
Slide projector

PRETEST: COMMUNITY RESOURCES

Directions: Circle the right number to give your answer to each item.

1. On a trip to the zoo, children would be interested in seeing
   a. horses, dogs, cats
   b. elephants, tigers, bears

2. On a trip to the Art Gallery, one would see
   a. paintings, sculptures
   b. antiques, stuffed animals

3. On a trip to shopping centers, one would see
   a. a large number of stores, specialty shops
   b. car dealers, apartment houses

4. On a city tour, one would not see
   a. a mariner, a parade
   b. a museum, a monument

5. Places of interest which are usually on a tour are:

For Adults	For Young Children
a. museum	a. boat rides
b. old colonial homes	b. zoo
c. a variety of antique shops	c. parks
d. churches	d. planetarium
e. planetarium	e. beaches
f. boat rides	
g. harbor tours	
h. botanical gardens	

LANGUAGE DEVELOPMENT

Objective: The learner will gain knowledge of appropriate home activities for language development of the young child.

Pretest: Oral inventory of the nature of experiences that will be provided for his child.

Content: It has been said that, through the miracle of language a boundless world is opened. Language is an important factor in the development of every child. It is associated with the child's thinking, his personality, and his behavior.

It is most important that the child develops adequate use of oral language. He learns to understand spoken language before he learns to speak. His ability to speak will depend upon his ability to understand what he hears.

A child with poor language development can often say very few words, and cannot speak or pronounce words well. He will have difficulty in learning to read. The child who speaks well and has many words in his vocabulary or has normal language development will experience success in reading.

Parents and family members serve as models for the young child's speech. When he is ready to speak, his acquisition of language and articulation will evidence that which he has heard in his environment. The parent should talk with the child when he is helping the child to bathe, dress, play with toys, eat or look at picture books. The parent should frequently take the child with him and talk to him in a simple way about the things they see. The child should be given practice daily in learning to follow simple directions, such as "Bring me your socks," "Pick up your ball," "Call Daddy". The parent should sound the

names of the objects such as: apple, cookie, Jimmy, dog, etc. The child learns words from his daily experiences.

Be sure the child listens when he is told the name of parts of his body, of foods or clothing articles. The child should be praised for his attempts to name objects. He should be encouraged to tell of his needs in some way. The parent should not talk for the child or respond to what it appears that the child wants. Rather, the child should have reasons to talk and should be required to talk and to express his needs.

The parent should participate with the child in such activities as painting, playing games, and working or helping in the kitchen. The child should be told what the parent is doing in short, clear, simple sentences. Every opportunity should be used to repeat directions, and sentences which have been taught to the child.

Older sisters and brothers or others may sing songs, talk to the child, tell stories about toys, clothes and other daily activities. Go from real objectives to pictures. It is important that patience be shown the child as he develops speech. The older person should take time to be a good listener.

Numerous additional activities may be undertaken by a parent or another older person in the home to develop language. Some are:

1. Making up tunes and songs about things the child experiences.
2. Singing songs while working.
3. Singing along with records, the radio or the television.
4. Using simple puppets for expression: finger puppets--using the index finger and thumb; hand puppets--using a paper bag or an old bed sheet.
5. Telling and retelling stories

Learning Tasks:

1. Discuss a variety of activities by which the parent can help his child acquire language:

   Touch and talk at bath time, at dressing time and while preparing and cooking food.

2. Discuss the use of an activity chart for language development
   (a) How it helps
   (b) What it teaches
   (c) Suggested content

3. Make four specific activities for use with a young child to develop language.

Evaluation:

Re-examination on pretest three months after instructions.

Resources:

Books

Barrell, Thomas C., Clymer, Theodore, Lips, Judith, The Ginn Word Enrichment Program. New York: Ginn Company, 1968.

Wedemeyer, Avaril, Cejaka, Joyce, Creative Ideas for Teaching Exceptional Children. Denver: Love Publishing Co., 1970.

Equipment

Filmstrip projector
Film projector

Films/Filmstrips

Summer Fun
Fall Fun
A Day in School
Picture Stories for Readiness
Good Morning
Left-Right Sequence

(All produced by: Eye Gate House, Inc. Jamaica, NY 11435).

PRETEST: LANGUAGE DEVELOPMENT

Directions: Answer "yes" or "no" to each statement.

1. Using baby talk does not help the child. One should use complete sentences when speaking to the child from infancy.
2. Using names for objects helps the child to call objects by their correct names.
3. Using patience in listening to the child and teaching him to listen is important to language development.
4. Listening to recordings and nursery rhymes are excellent means of training the child to listen and speak well.
5. Rhyming words usually help children remember words.
6. Caring for pets, playing with toys, going on trips are very important and necessary to the acquisition of language.

Language Activities

Reading stories, poetry, jingles and rhymes

Visiting the library

Caring for pets

Learning nursery rhymes

Learning action songs

Listening to recordings

Looking at language pictures

Selecting pictures that go together

READING

Objective: The learner will gain knowledge of effective ways of helping the child get ready to read.

Pretest: Matching Game which identifies reading readiness activities the parent has done with his child.

Content: Teaching children to read has always been one of the most important responsibilities of home and school. All children need to develop their reading ability in order to succeed as citizens in a democratic society. Reading is fun and a source of much enjoyment for leisure activities.

Learning to read can be a complicated process. A child is usually ready to read between the ages of four and eight years. Girls tend to be more mature than boys of the same age and they learn to read earlier.

There are many factors that influence readiness to read. Vision plays an important role. Each parent should know how well his child sees. Hearing is also an important aspect of reading readiness. Auditory acuity and auditory discrimination are also important. The inability to hear likenesses or differences between sounds is closely associated with failure to learn to read.

Speech, motor coordination, and diet are also important factors.

The child who has been exposed to reading by his parents often becomes a successful reader. The young child should be read to by his parents, sisters or brothers, and other family members. It is important that the child be introduced to books, magazines

and other reading materials before he enters school. The child should be taken to the library or community book mobile to select story books. The child who is ready to read should be able to speak in sentences without chewing his words, mumbling, or babbling. He should be able to maintain his balance and have good muscular coordination.

The task of the parent, therefore, is to guard and nurture the development of good hearing, vision, speech, and muscle coordination in his child long before the child enters school. Parents are urged to do a lot of talking to their children. They should wait for an answer to questions. The parent should listen to his child repeat a story. A parent should not be afraid to laugh and enjoy games with his child. The parent should provide the foundation for reading by spending some time with his child engaged in activities such as: counting, singing, reading, talking, cooking, going places together such as shopping, going to the zoo, the park, or riding on a bus.

Another kind of activity which develops readiness for reading is rhyming. Reading rhymes gives practice in knowing differences between sounds that are similar. Rhyming patterns help in remembering words. Rhymes are clever and lots of fun. Therefore the child usually learns with enthusiasm.

There are some activities which a child may do to develop articulation. Blowing, sucking, licking, and chewing exercises will help children to develop appropriate coordination for good articulation of language. The child may be asked to imitate various

movements with his tongue as curling, clicking, moving it from side to side and rotating it.

A parent can also help his child with ear training and the initiation of sounds. The parent should encourage the understanding of differences between sounds such as: loud--soft, high--low, happy--sad, or noisy--clear. The child may learn auditory discrimination activities with familiar sounds such as those produced by wood blocks, tearing paper, tapping or beating on a pot or pan. Make use of pictures as stimuli for a variety of speech activities. Some activities include identifying beginning letter sounds of pictured objects, proper endings on words, naming pictures and pasting pictures that begin with the same letter.

Other pre-reading activities include:

1. Help the child identify word meaning and understanding what is heard.

2. Have children respond to directions such as right hand up, left hand down, etc. which are sung on the Sing and Do recordings.

3. Help the child to understand what is seen. Present him with a group of chips which are of various shapes or which have pictures on them.

Parents can help their children in so many ways that will be rewarding to the child and the parent.

A child needs and wants order in this life. He likes to know that his personal belongings are found in a special place in his home. Likewise the child desires to know that he will engage in certain activities at specific times of the day. It is important

that the parent use every opportunity to provide learning experience for his child. However, it is especially important that the child learns to expect reading activities with the parent on a regular basis. A good time for the parent who is at home to engage the pre-schooler in learning activities is just before lunch time. Another good time is just after the afternoon nap and snack. For the working parent, activities after dinner are enjoyed by the young child before his bedtime. The parent should choose a time that is best for him and his child.

The parent who wants to improve and really do a good job in helping his child to read could visit the school and ask the teacher to suggest some helpful activities for the child to participate in at home. The parent could become a partner in the classroom and volunteer her services and develop her own skills and techniques as well as her child.

Learning Tasks:

1. Discuss appropriate tasks with which a parent can help his child.
2. Discuss at-home activities and the reward of parent and teacher working together.
3. Discuss the importance of a special time during the day for helping the child.
4. Make four activities for developing reading skills.

Evaluation: Re-examination on the pretest

Resources:

Books

Atta, Frieda E. Vann, How to Help Your Child in Reading, Writing and Arithmetic, New York, N. Y.: Random House, 1966.

Clymer, Theodore; Barrell, Thomas C.; Lips, Judith, The Ginn Word Enrichment Program, New York: Ginn Company, 1968.

Howitt, Lillian C., Creative Techniques for Teaching the Slow Learner, New York.

Russell, David H., Karp, Etta E.; Reading Aids Through the Grades, Bureau of Publications, Teachers College Columbia University, 1966.

Wedemeyer, Avaril; Cejka, Joyce; Creative Ideas for Teaching Exceptional Children, Denver, Colorado: Love Publishing Company, 1970.

Filmstrips

"Left-Right Sequence"
"Picture Stories for Reading Readiness"
"Auditory Discrimination"
"Reading Readiness: Classifying"

(All available from Eye Gate House, Inc., Jamaica, New York, 11435).

Equipment

Filmstrip projector

PRETEST I

Oral Inventory

1. Do you enjoy working and planning activities with your child?
2. Can you assist your child with home activities?
3. What activities do you provide for your child that will enhance his learning?
4. What problems have you encountered?

PRETEST II

For My Child - Matching Game

Read the statement, find pictures that show what you have or have not done.

Place the picture in the correct pocket.

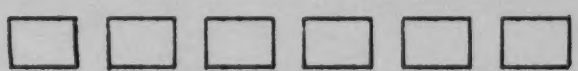
I have done this

Pocket

I have not done this

Pocket

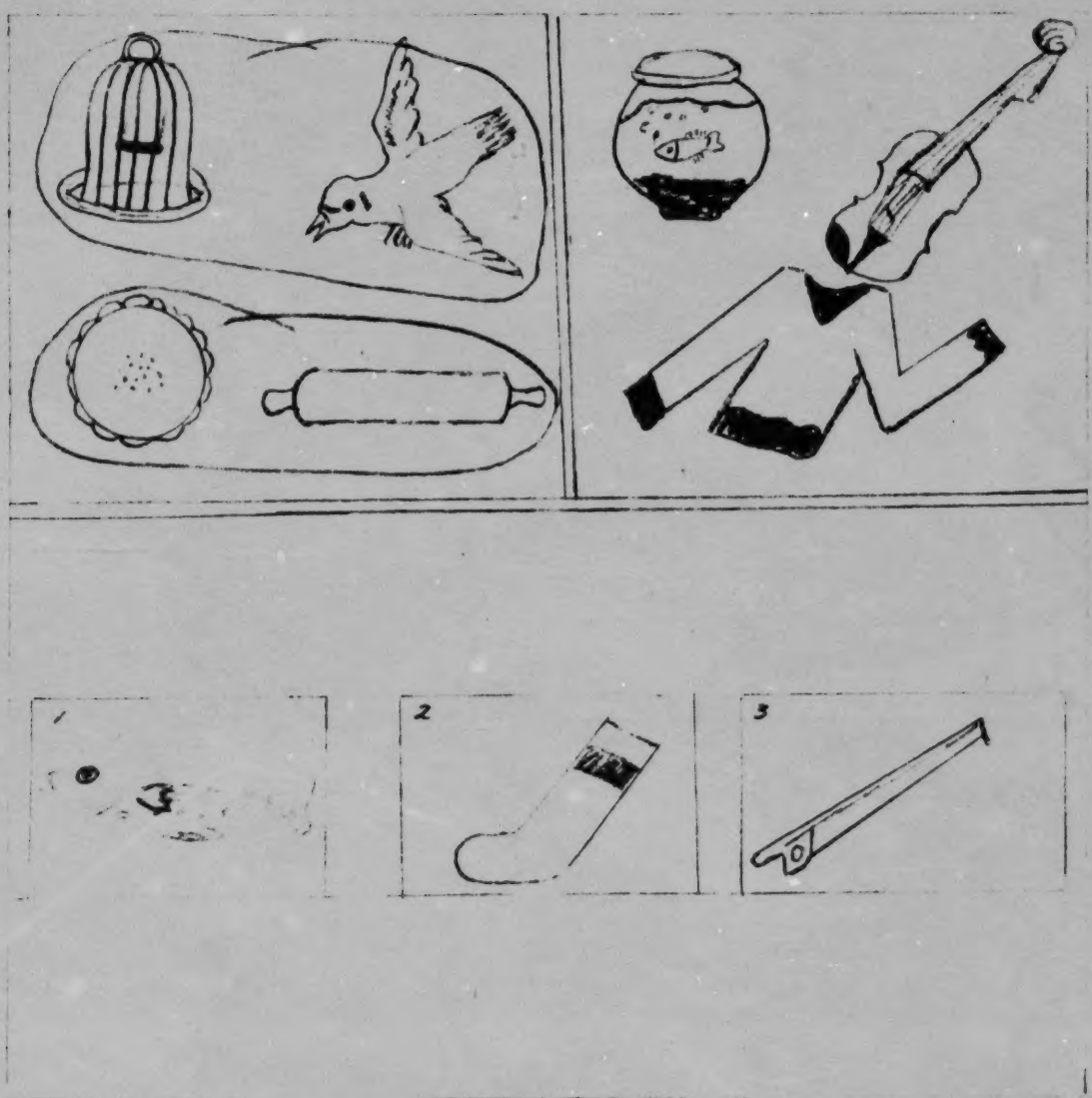
Pictures



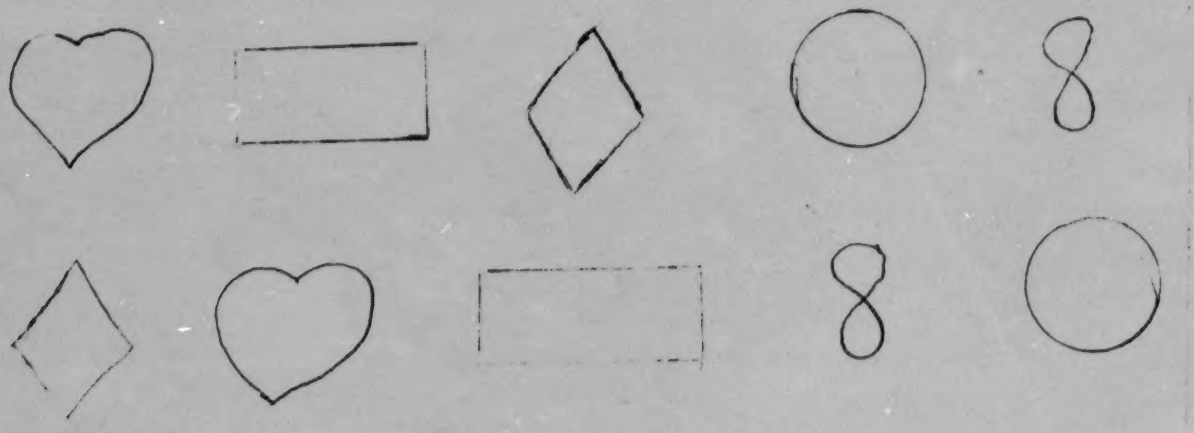
1. Read stories to my child.
2. Played games with my child.
3. Kept my child away from other children.
4. Soft drinks are good, therefore, I let my child drink soft drinks instead of milk or fruit juice.
5. Listen when my child is talking.
6. Plan well-balanced meals.
7. Let my child assist with shopping and cooking.
8. Bought educational toys.
9. Corrected my child.
10. Taken a trip with my child.
11. Talked to my child.
12. Let my child spend his leisure time looking at TV.
13. Kept bedroom windows closed at bedtime.

Sample Activities for Parents to make

Pictures that belong together
Find a picture below that will go with the picture in the box above in the same way that the pictures in the rings match.
Put the picture from the bottom or its number with the correct picture on the right.



Match the Shapes



Make a simple tachistoscope to learn family words

What does the picture make you think of?

Snow

Halloween

Rain

WRITING

Objective: The learner will gain information on planning and providing at-home writing experiences for his child that will result in better school performance.

Pre-test: Oral inventory

Content: Handwriting meets the needs that the child will have for putting down his ideas, writing messages, signing his name, writing letters and labeling objects. Therefore parents can help the child learn to write easily, legibly and with some speed.

Much can be done in the home to stimulate the development of good handwriting. Included among these activities are: building with blocks, stringing beads, using take-apart toys, working with clay, working on a salt table, playing in the sand, using eating utensils correctly, tracing, coloring, cutting with scissors, assembling jigsaw puzzles and working on paper-and-pencil puzzles such as dot drawing and mazes.

Writing requires visual-motor coordination. Therefore, it is necessary to provide experiences which will develop this skill. The experiences that should come before actually writing with a pencil include those which develop fine motor coordination, eye-hand coordination, as well as the proper way to hold a pencil.

In helping the child get ready to write, it is good to have such materials as an old paint brush and old newspaper for him to draw and paint on. Next the child may use large crayons and large pencils.

Helping the child to learn to write his name or just a few simple words or letters will motivate him to read. The child learns the same alphabet for writing that he learns for reading. He gets the idea that words start on the left and go to the right.

It will be helpful to have the child learn to write before he enters school through use of straight lines and circles known as manuscript writing. Manuscript writing is easy and very simple. It helps the child to learn to read. Less muscle strain and fatigue results from manuscript writing (printing). A child can do it at a rapid rate. It is easier for the child to learn and provide a feeling of success early in his experiences with writing.

Cursive writing (long hand), which requires joining strokes, is a more strenous task. Thus young children should not be forced to learn cursive writing.

Parents should devote some allotted time to assist the child in some way with his writing activities. Writing time should be fun time for the child and parent. Writing should not be a pressure time or a time to force the child to write, draw, or color. Brief periods of ten to fifteen minutes, two or three times a week should be enough time for the preschool child to have special help from the parent. It would be most helpful to let the child set his pace for special help once he has begun writing. If your child enjoys what he is doing, he will ask for your help. Do not work with the child when you and he are tired.

Learning Tasks:

1. Discuss appropriate time for helping the child.
2. Discuss appropriate tasks which parents can do with the child.
3. List proper writing materials and activities.
4. Observe the child as he works with paints, crayons and the materials and report observation to the class.
5. Practice handwriting techniques.

Evaluation:

1. Re-examination on the pre-test.
2. A progress report on the handwriting of the parent and child after two months of home instruction.

Resources:

Books

Bloser, P. Z., Writing on the Board, Columbus: Zaner-Bloser Co., 1958.

Bloser, P. Z., Handwriting Scale, Columbus: Zaner-Bloser Co., 1970.

Freeman, Frank N., Guiding Growth in Writing, Columbus: Zaner-Bloser Company, 1959.

Freeman, Frank N., The Teaching of Handwriting, Boston: Houghton Mifflin Co., 1914.

Freeman, Frank N., Language: The Development of Ability in Handwriting, 38th Yearbook, National Society for the Study of Education, Part I, Bloomington, Illinois: Public School Publishing Co., 1939, 255-60.

Films/Filmstrips

Improving Your Handwriting, Coronet Films, No. 2864, 1949, Produced by Raymond Goodfellow.

Writing Through the Ages, Encyclopedia of Britannica, Film No. 3191, 1950.

Improving Your Penmanship, Teaching Aids Exchange, No. 2222.

Correlated Handwriting Filmstrips: Your Capital Letters And How To Write Them In Cursive Writing; Your Capital Letters And How To Write Them In Manuscript Writing; Your Small Letters And Numbers And How To Write Them In Cursive Writing; Your Small Letters And Numbers And How To Write Them In Manuscript Writing.

All printed by Society for Visual Education, available from Zaner-Bloser Co., Columbus, Ohio.

Equipment

Film projector
Filmstrip projector

PRETEST: WRITING ACTIVITIES

Directions: Read each statement and circle "yes" or "no" for each item.

yes-no 1. Painting is a good activity to help the child write well.

yes-no 2. Parents who let their children do such things as string beads, play with take-apart-toys, play in the sand and work with clay are providing good pre-handwriting activities for their children.

yes-no 3. Children should not use old paint brushes and newspaper to help with handwriting.

yes-no 4. Playing with balls is helpful in building pre-handwriting skills.

yes-no 5. Scissors are dangerous; therefore, parents should not let the pre-school child handle them in preparation for learning to write.

Check the words below that name objects whose use is helpful in learning to write:

rulers	books	large crayons	beads	newspapers
yardsticks	recordings	paints	balls	sandbox
boxes	crayons	large brushes	scissors	pens

ARITHMETIC READINESS

Objective: The learner will gain knowledge on ways to provide Arithmetic experiences which will help their children improve in school performances.

Pre-test: Oral inventory of the nature of experiences the learner can provide for his child.

Content:

Every child lives in a world of arithmetic and counting. He is aware of numbers and number size differences very early in his development.

A child learns that he would rather have three cookies than one or two cookies. He would rather have a dime than one nickel. He sees and hears numbers around about him daily at home and at school. Numbers appear on the television, the telephone, his house and his birthday has numbers.

The child needs, in his world of arithmetic, informal exposure to number names and quantitative words to help him think. Everyday home and school experiences offer opportunities for vocabulary enrichment. For example, "Father's car is big." "My chair is small." "Bring one potato." You may have one-half orange."

With these types of experiences, the child will understand the number concepts. The parent should set daily enjoyable experiences that will stimulate his child to think and to express himself using numbers. Experiences with numbers--the concepts, the relationships, and understanding--make the child a confident and an enthusiastic learner during early and later years.

It has been pointed out through many studies that the child learns better when concrete materials are used in the early stages of learning a concept. Therefore the child should have many experiences handling objects as he acquires number concepts. The use of sets (collections of objects) is an ideal way to introduce arithmetic with concrete objects. Children should be given the opportunity to sort, arrange, and compare the members of a set. Before the child can speak, he sees sets of things all around him. Later he observes sets, learns to talk about them and ask questions regarding them. He may be asked to name different kinds of sets (such as, a set of glasses, a set of forks, sets of knives, sets of plates and cups).

An important part of modern mathematics is the correct use of the language of sets and number properties. Set members should be kept small in number for the young child. The discovery and understanding of ideas is continually repeated before the mastery of specific facts.

Some factors which parents need to keep in mind when helping the child with learning problems are: (1) to count, (2) to recognize numbers, and (3) to solve simple arithmetic problems.

At home, "play school" should be a fun activity from which the child can gain many desirable experiences that will add to--rather than subtract from--his ability in learning to count.

Parents should provide interesting practice activities. They should use simple games that one or more children can play, each competing with

the other. Pre-school children or primary children and/or slow learners may find that games in which concrete materials (eg. beanbags, balls, cards, counting beads, etc.) are used, are easier to learn to play than activities which require the child to do only mental processes. The parent should demonstrate the game to the child, include language practice giving simple directions in more than one word.

The child may become more familiar with shapes as he uses them in learning measurements. For example, he may learn of triangles, circles, squares, and rectangles as he learns "big", "little", "long", and "short". Other measures he may learn in the home are cup, pint, and quart; half-dozen and dozen.

Knowing how to tell time is also important in measurement. The child should understand when it is breakfast time, rest time, time for parents or siblings to come home. This awareness of time precedes study of the clock.

Learning Tasks:

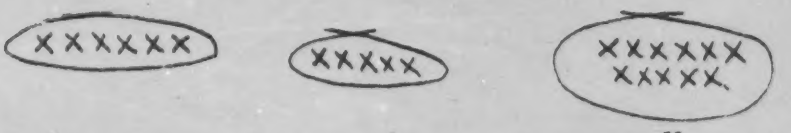
1. Discuss the kinds of arithmetic games which the parent can use to help his child.
   a. Have the child use an old calendar to learn to count.
   b. Have the child set a table using a set of glasses, spoons, knives and forks.
   c. Work with the child using a piece of string, some cut-outs and a flannel board. Put some sets on the flannel board and put a piece of string around each set.

   Example

   Have the child identify the sets. Explain that an empty set has no members. Ask questions about the sets.

d. Help the child develop the concept of adding and subtracting by combining and separating sets.

Example:



6 + 5 = 11

5 - 2 = 3

OR

2 from 5 = 3

2. Listen to lecture by the instructor on number activities.

3. Visit the toy section in a department store to see inexpensive toys that can be used to help children learn numbers.

4. Make three activities to teach number concepts.

Evaluation:

1. Oral re-examination on pretest
2. Successful completion of activities

Resources:

Books

Adler, Irving, The Giant Golden Book of Mathematics, New York: Golden Press, Inc., 1960.

Biggs, Edith E. and McLean, James R., Freedom to Learn An Active Approach to Mathematics, Reading Reading M. A.: Addison-Wesley Publishing Co., 1969.

Gray, William, Numbers In Order--Seeing Through Arithmetic, Fair Law, N. J.: Scotts-Foresman and Company, 1968.

Films/Filmstrips

Cooking By Measuring
Numbers For Beginners
Signs, Shapes, and Stories

(All from Eye Gate House, Inc., Jamaica, N. Y. 11435).

Equipment

Filmstrip projector

PRETEST: ORAL INVENTORY

1. Discuss easy ways of counting.

2. Show how numbers on the calendar can be made into learning activities for the child.

3. Show how the materials in the kitchen can be used for learning situations.

4. Measuring activities for the preschool child would include cups, half-wholes, large-small and bi[illegible]

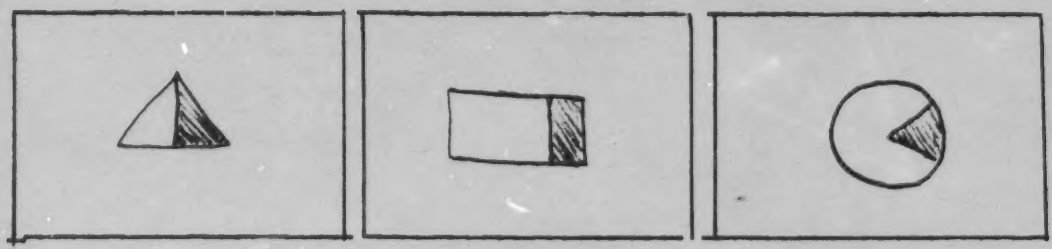
5. Kitchen utensils can be used to demonstrate sets and pairs.

6. Furnishings in the home can be used to teach shapes. Make some examples. (pillows, pictures, wall plaques, windows, mirrors, chairs, vase, tables and floor coverings).

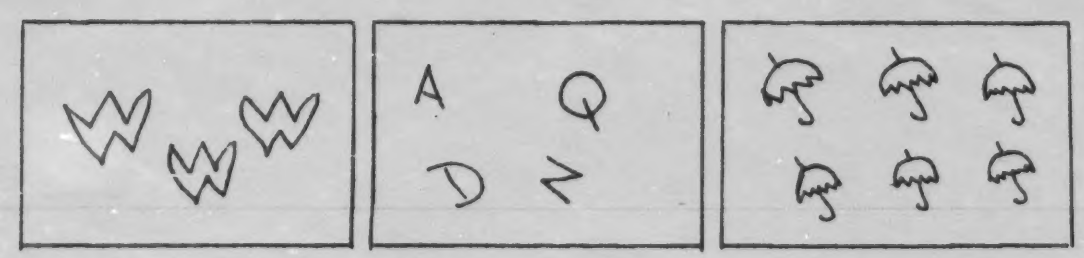
7. List the many situations in which children can learn to count and use numbers.

SUGGESTED ACTIVITIES

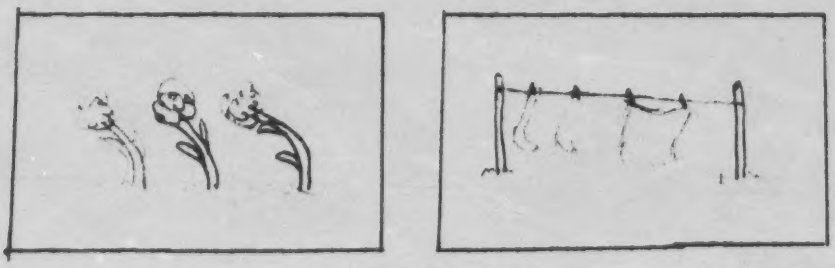
Directions: Write a fraction to name the shaded part.



How many are there in each group?



Make sentences. Tell what the wind does?



Make sentences. Write a sentence that ask a question.

Counting and Recognizing Numbers

Bounce the Ball

Number of players: one to four

Materials needed: ball

Procedure: One child stands in front of the group. He bounces the ball any number of times from one to five while the other children listen. The child who bounces the ball asks another to tell how many times the ball was bounced. The child who gives the correct number is permitted to bounce the ball the next time.

Reference: Dumas, Enoch, Arithmetic Games (2nd Ed.) Belmont, California: Lear Siegler, Inc./Fearon Publishers.

III. PLANNING AND PREPARING

INEXPENSIVE, NUTRITIOUS MEALS

RATIONALE

In America, millions of people are not eating properly. They are eating too much of the wrong food or too little of the right food.

Food is what one eats, and nutrition is what food does to the body. Our bodies need three types of food for health. The body must have foods which (1) are energy givers, (2) are body building and (3) are protective to insure a healthy life. Most foods we eat contain some of each type. However, no one food we eat has enough of the three types to keep us strong and healthy. A variety of different foods will provide all the nutrients most of us need.

These modules are designed to help the learner, in all areas as well as of all ages, learn facts about the food we eat and the value they contain. With this knowledge base, the learner can choose foods that will help keep the body healthy and strong. Some of the topics included: the basic four food groups, some food substitutes, planning and preparing meals, and the use of the kitchen equipment in meal preparation.

Objective: The learner will gain knowledge of the basic four food groups.

Pretest: A questionnaire to which the learner responds by writing "True" or "False".

Content: Identification of foods from the basic four food groups presents foods which are similar in nutrient content. The four food groups are: (1) milk, (2) meat, (3) vegetable--fruit, and (4) bread--cereal.

The milk group includes whole milk, evaporated milk, buttermilk, and dry milk. It also included milk products which are cottage cheese, cream cheese, natural or processed cheese, ice cream and yogurt.

The recommended daily amounts (eight ounce cup serving) of milk are three to four cups or more for children, two cups or more for adults, four cups or more for nursing mothers, and three cups or more for pregnant women.

Other milk products such as cheese, ice-cream or yogurt may replace part of the milk. The amount depends on the calcium content. Cheeses are generally higher in calcium content than most ice-cream, which is generally higher than yogurt. All of these products are lower in calcium content than whole milk.

The meat group includes beef, veal, lamb, pork, organ meats (liver, hearts, kidney), poultry and eggs, and fish and shell fish. Alternates are dry beans, peas, nuts, peanuts and peanut butter.

The recommended daily amounts are two or more two to three ounce servings of lean cooked meats, poultry or fish all without bone. One egg,

one-half cup cooked dry beans, or peas, or two tablespoons of peanut butter may replace one-half serving of meat.

The vegetable--fruit group includes all vegetables and fruits. The foods in this group are too numerous to list. Examples of green leafy vegetables include spinach, kale, collards, etc. and some yellow vegetables are carrots and squash. Some citrus fruits are oranges, lemons, and grapefruit. Other fruits are peaches, apricots, persimmons, grapes, etc.

The amount recommended for daily servings is four or more four-ounce portions including dark green or yellow vegetables, citrus fruit or tomatoes.

Foods included in the bread--cereal groups are all breads and cereals that are whole grain, enriched or restored. (Check labels to be sure). Specifically, this group includes bread, cooked cereals, ready-to-eat cereals, cornmeal, crackers, flour; grits, macaroni and spaghetti, noodles, rice, rolled oats, quick breads and other baked goods made with whole-grain enriched flour.

The recommended daily amount is four or more servings. If no cereals are chosen, one should have an extra serving of breads or baked goods, which will make at least five servings from this group daily: one slice of bread, one ounce of ready-to-eat cereal, one-half to three-fourth cup of cooked cereal, cornmeal, grits, macaroni, noodles, rice, or spaghetti.

Learning Tasks:

1. Discuss foods for each group.
2. Practice making appropriate selections
3. Play "Soup's On"
4. Record and examine record of all foods consumed for one week.

PRETEST: BASIC FOUR FOOD GROUPS

Directions: Write "True" or "False" in the marginal blank to indicate your response.

_____1. Milk and milk products form one of the basic four food groups.

_____2. Yogurt belongs in the bread--cereal food group.

_____3. Pregnant women and nursing mothers should drink more milk daily than other women.

_____4. Bacon is an organ meat.

_____5. Foods which may be substituted for meats in the diet include peanuts and dry beans.

_____6. Oranges and lemons are citrus fruits.

_____7. The recommended daily serving from the vegetable fruit food group is four or more portions.

_____8. Macaroni belongs to the vegetable--fruit food group.

_____9. One should eat five portions of bread or baked goods per day.

_____10. Cheeses contain more calcium than yogurt.

DIETARY RECORD

Name_____Date_____Day_____

Place eaten_____

Breakfast_____Dinner_____Supper_____

Lunch_____Dinner_____

Meals	Foods	Estimated Measure	Calories	Cups of Water
Breakfast				
Between Meals				
Lunch or Dinner				
Between Meals				
Dinner or Supper				
Between Meals				

Objective: The learner will know and understand the functions of key nutrients.

Pretest: A questionnaire to which the participant responds by circling "yes" or "no".

Content: The key nutrients are: proteins, minerals, vitamins, fats, and carbohydrates.

Proteins are the most plentiful substance the body has. It is found primarily in the meat group. Proteins repair wear and tear of the body tissue and produce iron. Most often a person gets more than enough protein in the food he eats. Protein is needed to form parts of every cell in the body.

Minerals serve to build and repair the body. They are especially important in building bone and teeth. They help run body processes too, such as the activity of the heart. Some minerals are iron and calcium. Iron builds blood and muscle tissue which hold bone structures together. Iron also provides the strength to move and work. Calcium is also a plentiful substance in the body. Yet it is the most lokely to be lacking in the daily diets of many age groups. From early teens, a female may lack as much as 25-30 percent of the calcium that her body needs. Calcium is required for blood clot and heart function. Milk goes a long way toward supplying all the calcium needed for daily requirements.

Vitamins build the body, prevent certain disease and run body activities such as the work of the stomach. Some of the most important vitamins are : Vitamin (1) A, (2) B, (3) C, (4) D, and (5) K. Ordinarily, when eating we get

these vitamins from well-chosen every day foods.

(1) Vitamin "A" is the most important. It aids in eye function and keeps the skin and mucous membranes resistant to infection. These vitamins are found in dark green and yellow vegetables and a few fruits. Examples are kale, spinach, carrots, pumpkin, apricots, and presimmons.

(2) Vitamin B releases the energy food. It helps the nervous system as well as digestive system. Organ meats are a good source of Vitamin B.

(3) Vitamin "C" is important in helping to maintain materials that cement the body cells together. This vitamin is found in grapefruit, oranges, cantalopes, broccoli, and green peppers.

(4) Vitamin "D" is important in building strong bones, teeth and is needed throughout the growth period. Sunlight will produce Vitamin D if it has a chance to shine directly on the skin. Few foods contain Vitamin D. It is in milk fortified with it.

(5) Vitamin "K" helps blood to clot and is found in a variety of foods such as vegetables, egg yolks and liver.

Carbohydrates are the major source of fuel or energy for all activities. Carbohydrates are found in most of our favorite foods, such as candy, jams, sodas, cakes, bread, fruits, and any sugary and starchy foods.

Fats give twice as much energy as carbohydrates. They also make other foods taste

better. Examples of foods high in fats are butter, fat, meats, nuts and salad dressing.

Learning Tasks:

1. Discuss appropriate categories for different foods.
2. Play "Soup's On" Game
3. Find pictures of foods and group them according to their key nutrients.

Evaluation:

Oral assessment
Re-examination on pretest
Successful grouping of pictures

Resources:

Books/Games/Leaflets

A Guide to Good Eating (3rd. Edition) Chicago. National Dairy Council, 1973.

Home and Garden Bulletin #167. Consumer and Marketing Service: Washington, D. C.: U. S. Department of Health, Education and Welfare.

Root Vegetables in Everyday Meals. Home and Garden Bulletin #33. Washington, D. C.: U. S. Department of Agriculture.

Soup's On. Michigan: Dictator, Inc., 1970.

Toast Talk. Institute of Baking, 400 E. Ontario Street, Chicago, Illinois.

PRETEST: FUNCTIONS OF KEY NUTRIENTS

Directions: Circle "yes" or "no" in the left margin to indicate your response to each statement.

Yes -- No 1. Are proteins a type of nutrients?

Yes -- No 2. Is iron produced by proteins?

Yes -- No 3. Do proteins run the activity of the heart?

Yes -- No 4. Is Vitamin D made by the sun?

Yes -- No 5. Is milk a major source of calcium?

Yes -- No 6. Does Vitamin A help the body to resist infection?

Yes -- No 7. Are organ meats a good source of Vitamin B?

Yes -- No 8. Are some citrus fruits a good source of Vitamin C?

Yes -- No 9. Are carbohydrates a primary source of energy for the body?

Yes -- No 10. Is salad dressing high in fats content?

Objective: Learners will gain information on shopping for and selecting nutritious foods.

Pretest: A multiple choice inventory

Content: The homemaker's responsibilities as a buyer of foods include several factors. It is the buyer's responsibility to be aware of food laws, and information that the label must carry such as (1) name of product, (2) name and address of manufacturer, packer or distributor, (3) net content, (4) number of portions or pieces, (5) size of can, and (6) a brief description as well as picture of product if possible.

Impulsive buying should be avoided. Do not be mislead by specials--look for quality. Buy large quantities when possible. If the large amount is not used before it deteriorates, it is not a bargain. Getting the most out of your food dollar is the responsibility of the food buyer. These factors should be foremost to the wise homemaker who shops for the family.

Indicators of a body which results from good nutrition include physical appearance, appropriate weight, good posture, and a good general health. Appropriate weight depends on the person's size, height, as well as sex.

Posture does more than make a person look good. It helps to keep organs of the body in their proper places. It is also important to a person's physical and mental condition as well as his general health.

Other indicators of good nutrition are good appetite and zest for work and play, as well as resistance to disease and fatigue. Conditions

which adversely affect good nutrition are inadequate body functions, poor mental health, worry, intense emotions and other defects of the body.

The homemaker who plans the family's meals should keep in mind some conditions which influence the foods we eat. These include our eating habits (which are shaped by our parents), our ability to buy certain foods, and our physical and social activities. Emotions, likes and dislikes, ease of food preparation, tradition and knowledge of food needs also influences the foods we eat.

The wise homemaker is not confused by food fallacies and fads. Some food tales are: milk is fattening, carrots make the complexion clean, fish is a brain food, milk and sour food should not be eaten together, and to swallow a chicken gizzard whole will make one beautiful. Food fads are those which come and go in popularity. The popularity is seldom based on their nutritional value.

Today's concern is with well-balanced, inexpensive, nutritious meals. The smart homemaker will be able to shop wisely--getting most for the money and will prepare a well-balanced diet for the family ignoring various fads and fallacies about foods.

Learning Tasks:

1. Discuss various food fads and fallacies.
2. Discuss points to remember when shopping.
3. Visit a store and examine cans and other containers for the information necessary for decision making regarding food purchases.

Evaluation: Reassessment on pretest

Resources:

Books/Leaflets

A Guide To Good Eating (3rd. Edition) Chicago: National Dairy Council, 1964.

Breakfast. The Cranberry Kitchen. Hans, M. A.: Ocean Spray Cranberries, Inc.

Best Food Buys. Modern Consumer Education Series, New York: Grolier Education Corp., 1970.

Farmer, F. H., Boston Cookbook (7th Edition) Garden City, New York: Garden City Publishing Co., 1973.

Food Planning. Consumer Guide, New York: Grolier Educational Corp., 1970.

PRETEST: SHOPPING FOR AND SELECTING NUTRITIOUS FOODS

Directions: Circle the letter which indicates the answer of your choice for each item.

1. Which of the following kinds of information is found on the labels of food packages?
   a. name of product
   b. net content
   c. a brief description of product
   d. all of the above

2. Which of the following is not an indicator of good nutrition?
   a. good posture
   b. physical appearance
   c. height
   d. weight

3. It is good to make a shopping list to
   a. avoid impulsive buying
   b. remember all items needed
   c. complete the job more quickly
   d. all the above

4. All of the following have a bad affect on nutrition except
   a. inadequate body function
   b. intense emotions
   c. good posture
   d. worry

GETTING THE MOST OUT OF YOUR FOOD DOLLAR

Some Buying Tips

*Watch for specials.
*Avoid impulse buying (see-want spending).
*Read the newspaper ads.
*Buy whole chickens rather than already cut ones.
*Buy several chickens when they are on special; cut, sort, freeze as desired.
*Choose one large chicken rather than two small ones. The big one has a higher ratio of meat to bone.
*Store all foods properly and promptly.
*Make a well-planned shopping list, it saves time and energy.
*Buy house brands rather than nationally advertised brands.
*Buy in large quantity when feasible. If you can not use the large amount before it deteriorates, it is not a bargain.
*Purchase less expensive cuts of meat with same food value as more expensive.
*Compare prices--ready prepared foods are usually more expensive than others.
*Read the labels for weight, contents, etc.
*Buy margarine instead of butter.
*Buy foods that are in plentiful supply.
*Become an informed, alert, and responsible buyer.

Some Preparation Tips

*Use more one dish meals--stew, casseroles, puddings, etc.
*Save energy and provide nutritious foods by providing for planned overs not just left overs.
*Stretch your imagination--be creative, be willing to try new dishes and methods to preparation.
*Save all graving, they combine well with various food items used in stews, hash, casseroles, soups, etc.
*Use proper size and shape utensils.
*Cook several foods in the oven at one time when possible.
*Use grade B eggs for cooking.
*Save sugar by sweetening iced tea for the family while it is hot. To avoid clouding add a pinch of salt.
*Plan menus wisely--certain foods naturally go together. Preparation time should be considered. Have balanced meals.
*Preserve nutrients. Time and money will not be saved if nutrition suffers.
*Avoid over cooking.
For a good diet, follow the food guide--The Basic Four--
I. Milk Group, II. Meat Group, III. Fruit Group and IV. Bread and Cereal.

Some Serving Tips

*Prepare a pretty table.
*Serve hot foods hot and cold foods cold.
*Take time to serve foods in attractive manner; eye appeal influences the appetite.

Objective: The learner will understand how to plan and prepare appropriate meals for the family.

Pretest: An orally administered questionnaire.

Content: The most sensible procedure in meal planning is three square meals a day. One should keep in mind his family's likes and dislikes. Although planning and cooking meals are only a part of the homemaker's job in feeding the family, a study of the foods from the four food groups and the family's budget will enable the homemaker to work out meals that are satisfying to the family's health, happiness, and pocketbook at the same time.

Managerial efficiency of the homemaker's skills should include economy of time as well as money. The main dish whether a roast, steak, casserole, stew, or salad, has a special role in family meals. Specifically, the main dish in a meal accounts for much of its appeal.

How much food an individual needs depends on sex and activities. For instance, large men need more calories than small women, growing boys and girls need many more calories than their parents, and laborers need more than people with desk jobs.

In meal service it should be kept in mind that breakfast is the most important meal of the day. Breakfast should include a good source of protein that children need for growth and adults need for maintaining good health.

It is important to include daily the suggested number of servings from the food groups. Serving sizes may differ. For the active adult or teenager

extra large or second servings are appropriate. Small servings suffice for young children. Meals may vary from light to heavy. Examples of suggested menus are attached.

Learning Tasks:

1. Discuss planning meals appropriate for one's family.
2. Make sample shopping lists based on different budgets.
3. Visit retail stores that specialize in selected foods and compare prices with the regular grocery stores.

Evaluation:

1. Reassessment on pretest.
2. Appraisal of sample shopping lists.

Resources:

Books/Games/Leaflets

Best Food Buys, Modern Consumer Education Series, New York: Grolier Educational Corp., 1970.

Breakfast. The Cranberry Kitchen. Hans, MA: Ocean Spray Cranberries, Inc.

Food Planning, Consumer Guide, New York: Grolier Educational Corp.

A Guide To Good Eating (3rd. Edition) Chicago: National Dairy Council, 1973.

SAMPLE MENUS

Day 1

Breakfast

Orange Juice
Grits Sausage
Bread
Milk Coffee

Lunch

Cheese Sandwich
Milk
Apple

Dinner

Smothered Pork Chops
Turnip Greens
Spoon Bread Butter
Milk Tea

Day 2

Breakfast

Tomato Juice
Eggs
Cheese on Toast
Milk Coffee

Lunch

Tuna Fish Sandwich
Lemonade
Apple

Dinner

Panned Cabbage
With Meat
Baked Tomatoes
Bread
Milk

Day 3

Breakfast

Orange Juice
Hot cakes Syrup
Sausage
Milk Coffee

Lunch

Peanut Butter and
Jam Sandwich
Milk Tea
Orange

Dinner

Roast Beef Creamed Potatoes
Steamed Cabbage Hot Rolls
Beverage Jello

Day 4

Breakfast

Sliced Bananas
Oatmeal and Milk
Toast
Coffee

Lunch

Bologna and Lettuce
Sandwich
Orange
Milk

Dinner

Liver and Onions
Turnip Greens Creamed
Potatoes
Cornbread
Milk Coffee

PRETEST: PLANNING AND PREPARING APPROPRIATE MEALS

Directions: Questions to be responded to orally.

1. What factors should a person keep in mind when planning a meal for the family?
2. How many meals are suggested for daily intake?
3. Name a one-dish type dinner that can usually be prepared quickly.
4. Do laborers require more food than a man with an office job?
5. What is the most important meal of the day?

Objective: The learner will know how to appropriately use kitchen equipment in meal preparation.

Pretest: A "Yes" or "No" Questionnaire

Content: The use of kitchen equipment plays an important part in preparing meals. Good results depend not only on the meals prepared, but also on the right equipment. Effective sanitation is important for the family's safety. Keep and use plenty of household chemicals for cleanliness, as well as for keeping down odors and germs. Special care should be given to dishes, cookware and silver.

The type of stove or range may be gas, oil, or electric. The selection will depend on the size required by the family and the kind of fuel outlets in the house. Style would depend on locale, family income and family likes.

Appropriate organization of storage areas is also important. The amount of storage space should be kept in mind when shopping. One should check the pantry or storage area before shopping to avoid over crowding with goods purchased. Items should be arranged so that, at a glance, you can tell what is on hand.

Learning Tasks:

1. Discuss care of kitchen equipment
2. Discuss ways of keeping down odors and insects

Evaluation:

1. Oral assessment
2. Reassessment of pretest

Resources:

Books/Games/Leaflets

Home and Garden Bulletin #41. U. S. Department of Agriculture, Washington, D. C.: U. S. Government Printing Office.

Penny-Wise, The Good Cooking School. Wilmington, Delaware: E. I. DuPont DeNemours, 1975.

Proper Frying. Crisco Kitchen/Proctor and Gamble Co.

The Label, Grocery Manufacturers of America, Inc. 205 E. 42nd. Street. New York, New York 10017.

PRETEST: USE OF KITCHEN EQUIPMENT

Directions: Write "Yes" or "No" in the blank to indicate your answer.

_____1. Are household chemicals available to keep down germs and odors?

_____2. Should a range be selected based on the kind of fuel outlet in the kitchen?

_____3. Is electric fuel cleaner better than oil for a cooking stove?

_____4. Should you buy all of a product you can afford, even if you have no place to keep it?

_____5. Is it important to check your pantry before you go shopping?

IV. A STITCH IN TIME

BASIC SEWING SKILLS

RATIONALE

The purpose of these modules is to increase the learner's knowledge of sewing skills and garment making. These modules will give the student a guide to follow in making better looking and fitting garments for the beginning learner. These modules will be helpful in teaching the correct way to carry out each step in making a simple garment.

Additionally these modules will offer the advanced student assistance in the mastery of specific sewing techniques.

TAKING BODY MEASUREMENTS

Objective: The learner will demonstrate the correct way to take body measurements.

Pretest: A questionnaire to which the learner responds "yes" or "no".

Content: People come in a variety of shapes and sizes. For that reason, patterns are designed for different figure types. To find your figure type and size, take a few basic body measurements. (see figure)

The bust measurement is taken by placing the tape measure over the fullest part of the bust, under the arms and straight across the back. The bust measurement is the best indicator of size for pattern selection.

The waist measurement is taken by placing the tape snugly around the waist.

The hip measurement is a little different. This measurement is taken around the fullest part of the hips. The hipline is usually about seven inches below the natural waistline on the shorter figure; nine inches below on the taller figure. These measurements are very important for a good fitting garment.

Learning Tasks:

1. Discuss what body measurements are needed for a good fitting garment.
2. Discuss where information on measurements appear on the pattern envelope.
3. Practice taking body measurements.

Evaluation: Same as pretest

Resources: McCall's Sewing Book. New York: McCall Corporation, 1969.

The Vogue Sewing Book of Fitting, Adjustments and Alteration. New York: Butterick Fashion Marketing Co., 1970.

Equipment

Tape measure
Pattern envelope

PRETEST: TAKING BODY MEASUREMENTS

Directions: Check "Yes" or "No" to indicate your answer.

Yes	No		
_____	_____	1.	Are body measurements needed to make a good fitting garment?
_____	_____	2.	Is the bust measurement important?
_____	_____	3.	Do you need measurements to make a pair of slacks?
_____	_____	4.	The hipline is seven inches below the waist on the shorter figure.
_____	_____	5.	Are patterns designed to fit the normal figure?

THE PATTERN ENVELOPE

Objective: The learner will gain information from the pattern envelope.

Pretest: A questionnaire to which the learner responds "yes" or "no".

Content: The pattern for a simple dress or blouse should be purchased by the bust measurement for a better fit. A great deal of information is found on the pattern envelope. The front of the pattern envelope shows the pattern number, size and different views of the garment. The back tells you the type of fabric suited for the garment, how much fabric is needed, trims and other notions for completion of your garment. Note the number of pattern pieces, this will give you some idea of how simple or complex the pattern may be. The purchased pattern should be close to your body measurements.

The pattern may be checked by two ways for proper fitting:

1. By pin-fitting it on yourself.
2. By comparing it to your body measurements.

Follow these simple directions; they will prevent difficult problems later.

Evaluation: Same as pretest.

Resources:

Books

Coat's and Clark's Sewing Book. New York: Western Publishing Co., 1969

Simplicity Sewing Book, New York: Simplicity Sewing Co., Inc., 1972.

Film

How to Use a Printed Pattern the Modern Way, Simplicity Pattern Co., Inc. New York.

Equipment

Film projector
Pattern envelope

PRETEST: THE PATTERN ENVELOPE

Directions: Check "yes" or "no" to answer the following questions.

Yes	No		
_____	_____	1.	Does the pattern envelope help you in your garment making?
_____	_____	2.	Will you find the number of pattern pieces on the envelope?
_____	_____	3.	Is the bust measurement on the envelope?
_____	_____	4.	Do you find the amount of trim needed for a garment?
_____	_____	5.	Do you find the amount of fabric for your garment on the pattern envelope?

TYPES OF FABRIC

Objective: The learner will know the different types of fabrics and what fabric is best suited for a garment.

Pre-test: A true-false questionnaire

Content: The fabric really makes the garment a better product. Fabrics come in all types from sheer to very thicky woven. What you should be interested in are basic characteristics of fabrics, they come in two categories.

1. Natural fibers come from many sources: animal, vegetable and mineral
2. Man-made fibers: a combination of chemicals. Man-made fibers are widely used in apparels and home furnishings.

The pattern envelope will give you some idea of what fabric to buy for your garment. When laying your pattern, follow the guide sheet for proper lay out. If done correct, the garment will look good.

FABRIC CHART

Selected Man-Made Fabrics

Fabric	Usage	Care	Characteristics
Acetate	Blouses, Sleepwear, Eveningwear	Usually dry cleaned	Silk-like fabric with deep luster, good for draping
Acrylic	Sweaters, dresses, suits, sports and work clothes	Can be dry cleaned or laundered. Iron lightly with low heat	Softness, warmth, bulk with a light weight. Holds shape well, heat sensitive

Fabric	Usage	Care	Characteristics
Polyester	Year-round favorite for men's, women's and children's apparel, fillings for pillows, curtains and many other things.	Machine wash, using warm setting. Tumble dry on low setting. Use warm iron.	Quick drying Crease resistant to stretching and shrinkage

Selected Natural Fabrics

Fabric	Usage	Care	Characteristics
Cotton	Used for summer clothing. Used in many weights, textures, and construction.	Hand and machine washable. Tumble dry, iron with hot iron while damp	Strong, absorbent. Tendency to wrinkle
Silk	Dresses, suits, blouses, linings, lingerie	Usually dry cleaned. Iron on wrong side with low heat. Use press cloth--easily water spotted.	Extremely strong. Highly absorbent, wrinkle resistant.
Wool	Use for coats, suits, dresses, sweaters, and other items	Dry clean, hand wash in cool water. Press with warm iron n wrong side.	
Linen	Summer dresses, blouses, pants and suits.	Dry clean, hand wash in cool water. Press with warm iron on wrong side.	

Learning Tasks:

1. Discuss what fabrics are good for what patterns.
2. Discuss some types of fabrics.
3. Visit fabric and department stores to see and touch fabrics.
4. Have a touch test on types of fabrics.

Evaluation: Same as pretest.

Resources: McCall's Guide to Carefree Sewing. New York: McCall Corporation, 1974.

Simplicity Sewing Book, New York; Simplicity Pattern Co., Inc., 1972.

PRETEST: THE FABRIC

Directions: Write a "T" in the blank if you think the statement is true. Write "F" if you think it is false.

_____1. Fabrics come in many weights.

_____2. All fabrics are good for any type of garment.

_____3. The fabric selection helps in making a better garment.

_____4. Some fabrics are man-made.

_____5. Some fabrics are machine-washable.

_____6. The yardage of fabric required for a garment is given on the pattern envelope.

NOTIONS AND EQUIPMENT

Objective: The learner will know what notions and equipment to purchase.

Pre-test: The learner will list notions needed to make a simple garment.

Content: Proper equipment is needed in sewing. A yard stick, a tape measure, a steam iron, an ironing board, pins, pin cushion, hand needles, thread, scissors, dressmaker shears and a good sewing machine are needed for good garment making.

The sewing machine is most important. A straight stitch machine will do fine for the beginner. Fancy or decorative stitch machines are for the more advanced seamstress. It is important that the seamstress have extra machine needles on hand at all times. Needles come in different sizes 11, 14, 16 and 18 for regular machines. The large numbered needles will do heavy duty work. There are ball-point needles for stitching on knits and lingerie fabrics. Change needles frequently. Worn, dull needles will not stitch smooth seams.

A zipper foot is another good item to purchase. It is used to put in a zipper.

Good pressing and pressing equipment are essential to skillful sewing of a well-made garment. Pressing is important. It should be done step-by-step with a good steam iron.

To make a simple dress, follow your guide sheet. It is very helpful and tells you step-by-step how to make your garment.

Learning Tasks:

1. Discuss the various notions needed to make a garment.
2. Visit a fabric shop to see the notions counter.
3. Invite a company representative to demonstrate and explain the operation of a sewing machine.

Evaluation: Reassessment on pretest.

Resources:

Books

Simplicity Sewing Book, New York: Simplicity Pattern Co., 1972.

McCall's Sewing Book. New York: McCall Corp., 1969.

Films/Filmstrips

Tricks of the Trade. Bristol-Myer Corporation, 1969.

How to Use a Printed Pattern the Modern Way.

Equipment

Film projector
Sewing machine

Notions

tape measure
yard stick
steam iron
pins
pin cushion
hard needles
machine needles
scissors or shears
zipper foot
zipper
hook and eyes
buttons

Human Resource

Sewing machine company representative

PRETEST: NOTIONS AND EQUIPMENT

Directions: List eight notions needed to make a simple garment.

1. (tape measure)
2. (zipper foot)
3. (zipper)
4. (pins)
5. (thread)
6. (buttons)
7. (pin cushion)
8. (machine needles)

MARKING AND CUTTING FABRIC

Objective: The learner will demonstrate knowledge of the appropriate use of marking and ways to cut out a pattern.

Pretest: A true-false inventory

Content: Pattern markings are important for the making of your garment. Patterns are numbered and lettered to:

1. Help find the pieces easy.
2. To simplify pattern adjustments.
3. To get a perfect layout.
4. To guide you in putting the garment together.

Tailor's tacks, chalk, pin marking or tracing paper are good for marking your garment. The beginner likes the tracing paper and wheel best. Select a color of tracing paper close to your fabric. Test the paper on a scrap before using it on your fabric. The paper is used on the wrong side of the fabric. Follow the pattern markings with the tracing wheel.

Cutting is most important in the making of any garment. Sharp scissors or dressmaker shears with three to five inch blades. Do not use pinking shears. They are for seam finishing only.

Points to remember when cutting:

1. Keep the fabric flat on the cutting board or table.
2. Cut with even strokes.
3. Cut on the "cutting lines" or edge of the pattern.
4. Keep the pattern on the fabric until all markings are done.
5. Cut out the complete garment at one time.

Learning Tasks:

1. Discuss the pointers on cutting.
2. Practice cutting a scarf or an apron.
3. Practice marking a scrap of material.

Evaluation: Same as pretest.

Resources:

Books

McCall Sewing Book. New York: McCall Corp., 1969.

Simplicity Sewing Book. New York: Simplicity Pattern Co., Inc., 1972.

Film

How to Use a Printed Pattern the Modern Way, Simplicity Pattern Co., Inc. New York, N. Y.

PRETEST: MARKING AND CUTTING FABRIC

Directions: Circle "True" if you think the statement is true.
Circle "False" if you think the statement is false.

True False 1. Notions needed for marking fabric include tracing paper and a tracing wheel.

True False 2. Chalk may be used for marking fabric.

True False 3. Scissors are necessary when marking fabric.

True False 4. The tracing paper should be a color close to that of the fabric.

True False 5. The fabric should be held in the hands at elbow distance when cutting.

True False 6. One should cut with even strokes.

True False 7. The cutting line is indicated on the pattern.

True False 8. Most garments should be cut in two sittings.

SLEEVES

Objective: The learner will gain knowledge of the three main types of sleeves and how to set in a sleeve.

Pre-test: A questionnaire to which the learner answers "yes" or "no".

Content: Sleeves may fall in three groups:

1. Set-in sleeves-- This sleeve is joined with a seam that encircles the armhole near the shoulder.
2. Raglan—This sleeve has a diagonal seamline that extends to the neckline of the garment.
3. Kimono-- This sleeve is cut-in-one with the garment.

The set-in sleeve is the most common sleeve. These sleeves come in different lengths and styles:

1. shirt sleeve
2. bell sleeve
3. angel sleeve
4. trumpet sleeve

The raglan sleeve needs less handling when making and is good for children's garments.

The kimono sleeves also comes in many variations. They can be used with gussets for a high-fitting armhole. They may also be cut without a shoulder and upper arm seam for loose, flowing styles.

Since the set-in sleeve is most common, procedures for putting this type of sleeve in a garment follow:

Stitch around the top of the sleeve using a basting stitch, pull basting stitches to make gathers. Pin or baste sleeve to fit armhole smoothly and machine stitch to the garment. Putting in a sleeve correctly is very important for a good looking garment.

Learning Tasks:

1. Discuss the type of sleeve for your garment
2. Draw some of the different types of sleeves
3. Put a set-in sleeve in a scrap.

Evaluation:
1. Reassessment on the pretest.
2. Successfully putting a sleeve in a scrap.

Resources:

Books

The Vogue Sewing Book of Fitting, Adjustments, and Alteration. New York: Butterick Fashion Marketing Company, 1970.

Simplicity Sewing Book, New York: Simplicity Pattern Co., Inc., 1972.

Equipment

Sewing Machine
Sewing Notions

PRETEST: SLEEVES

Directions: Write "yes" or "no" in the blank at the left.

_____1. The most common kind of sleeve is the set-in sleeve.

_____2. The raglan sleeve is cut-in-one with the garment.

_____3. The bell sleeve is a set-in sleeve style.

_____4. Raglan sleeves are good for children's garments.

_____5. Basting is necessary to make the gathers in a set-in sleeve.

COLLARS

Objective: The learner will gain knowledge on the three types of collars and how to attach a flat collar.

Pre-test: A questionnaire to which the learner answers "yes" or "no".

Content: There are many sizes and shapes of collars to enhance the neckline of a garment. Collars may be divided into three groups: Collars that lay flat, collars that stand up, and collars that roll. A well-made collar encircles the neck without wrinkling or straining.

The flat collar is usually shaped and can be one or two pieces. A common example is the Peter Pan collar. The stand-up collar is usually a straight band attached to a high, round neckline. Some types are the turtle neck, band and mandarin collars. The shawl collar is a rolled collar cut in one with the front of the garment and has a seam at center back.

The simplest collar is the Peter Pan collar. The upper and under sections are cut from one pattern piece. The secret to making the collar is accurate stitching, clipping and trimming before turning. Press the collar and stitch it to the garment.

Learning Tasks:

1. Draw the types of collars and name them.
2. Discuss points to remember when attaching a collar.
3. Successfully attach a Peter Pan collar to a scrap.

Evaluation:
1. Reassessment on pretest.
2. Appraisal of collar attachment.

Resources:

Books

McCall's Sewing Book. New York: McCall Corporation, 1969.

Coat's and Clark's Sewing Book. New York: Western Publishing Company, 1969.

Equipment

Sewing machine
Sewing notions

PRETEST: COLLARS

Directions: Write "yes" or "no" in the blank to indicate your response.

_____ 1. Should all collars have an interfacing?

_____ 2. Should a collar be trimmed and clipped?

_____ 3. Is the Peter Pan Collar the most common type of collar.

_____ 4. Is the stand-up collar a type of collar?

_____ 5. Are all collars attached the same way?

_____ 6. Is the mandarin collar a type that lays flat?

ZIPPERS

Objective: The learner will gain some information on types of zipper and how to apply a zipper.

Pre-test: A written questionnaire

Content: There are three types of zippers.

1. The centered zipper
2. The lapped zipper
3. The invisible zipper

The centered zipper is used in necklines, center fronts and back seams of garments.

The lapped zipper is used in side openings for skirts, pants, and some dresses. This zipper can be used in center fronts and backs of garments.

The invisible zipper can be used in any garment. It is hidden when put in right. This zipper may take three to five minutes to do.

To put a centered zipper in, stitch the seam and press open. Place the zipper face down on the seam line and baste. Stitch one-fourth inch from the edge of the zipper tape and across the bottom of the zipper. Press and remove the basting threads.

The zipper gives the garment a professional look.

Learning Tasks:

1. Discuss what type of zipper application would be good for your garment.
2. Practice putting in a zipper on scrap material.

Evaluation:

1. Reassessment on pre-test.
2. Appraisal of application of zippers.

Resources:

Books

Simplicity Sewing Book. New York: Simplicity Pattern Company, Inc., 1972.

Films/Filmstrips

The A B C's of Applying a Neckline Zipper, J. C. Penney Co., Inc. and Talon Educational Service, New York.

Equipment

Sewing machine
Sewing notions
Film projector

PRETEST: ZIPPERS

Directions: Write "yes" or "no" in the blank on the left to answer each question.

_____1. Do zippers come in different lengths?

_____2. Does the sewing machine need a special attachment to put in a zipper?

_____3. Are there three types of zipper applications?

_____4. Should a zipper be basted to the garment?

_____5. Is a centered zipper a type of zipper?

SEAM FINISHES AND HEMS

Objective: The learner will gain knowledge of two types of seam finishes to prevent raveling and they will understand pointers on hems.

Pretest: A written questionnaire

Content:

Seam finishes are very important for materials that ravel. The type of finish depends on the fabric. These are some types of seam finishes:

1. Flat-fell seams--used mostly on men's pajamas, shirts and sportswear. Join wrong sides together and trim one seam allowance to one-eighth inch. turn and press the other seam over the trimmed edge, top-stitch to the garment close to the folded edge.

2. The french seam--a seam within a seam. This finish is good for sheer fabrics such as chiffon, organdy and nylon. Stitch three-eighth inch from edge of the seam, trim seams to one-eighth and press open. Turn the garment to right side and stitch the seams together one-fourth inch from the folded-edge, encasing the raw edge.

Remember the seam finish you use will depend on the fabric and style of the garment.

The finishing touch is the hemline of the garment. Today's best hem length is one that helps to create the total fashion look. Hems come in different lengths. They can be from two to three and one-half inches. Here are some steps to follow to get a correct hem:

1. Let the garment hang to get out the stretch in the garment.
2. Have someone take your hemline with a hem marker.
3. Use the type of finish (e. g. seam binding or stretch lace) necessary for your garment.

Learning Tasks:

1. Make samples of seam finishes and hems.
2. Visit a clothing store to examine and hems of finished garments.
3. Mark the hem for a friend.

Evaluation:

1. Reassessment on pre-test.
2. Appraisal of samples of french and flat fell seams.

Resources:

Books

McCall's Sewing Book. New York: McCall Corporation, 1969.

Simplicity Sewing Book. New York: Simplicity Pattern Co., Inc. 1972.

Equipment

Sewing machine
Sewing notions

PRETEST: SEAM FINISHES AND HEMS

Directions: Write "yes" or "no" in the blank.

_____1. Is the hem the last step in the completion of a garment?

_____2. Should a dress hem length be six inches?

_____3. Are most seam allowances one and one-fourth inches?

_____4. Is a single thread needed to hem a garment?

_____5. Are french seams good for sheer fabrics?

V. SELECTING AND PURSUING A VOCATION

RATIONALE

The purpose of these modules is to increase the learner's understanding and skills regarding job opportunities, interviews and completion of application forms. Those learners who have not completed high school will receive information and guidance on appropriate procedures to get a high school equivalency diploma. These modules will provide a useful guide to those who are employed and influence their children in a positive manner through a careful mixture of general information.

Objective: The learner will understand the purpose and content of the General Equivalency Diploma.

Pre-test: An oral assessment

Content: The film presents a story of a man who needs work experience and a high school diploma to succeed in getting a better job.

The modules are best used with the film "Selecting and Pursuing a Vocation." However, the modules and film are not intended to serve as a career education program in itself. It is hoped that certain specific skills will be gained for later employment.

The General Equivalency Diploma (GED) is a certificate that serves the same purpose as a high school diploma. The GED test compares your academic knowledge with that of high school graduates without requiring you to go through an academic routine.

Each State Department of Education establishes the admission requirements of applicants. Most states require test applicants for the GED be at least 18 years of age. Residence requirements vary widely among the states. In most cases some kind of residency is required.

The test is divided into five parts: English, Social Studies, Natural Sciences, Literature, and Mathematics. The test requires approximately two hours testing time, and it is recommended that the entire series be taken over a two-day period. It

is recognized that many adults have acquired educational experiences outside the classroom. Therefore, the examination is not factual. It measures one's ability to draw reasonable conclusions from materials which is read. The test is of a multiple choice type; consequently, written answers are not required.

Most states require a minimum score of 35 on each test or an average standard score of 45 on all parts of the test.

The administrative office of most school districts will provide application forms. Another source is the State Department of Education.

Learning Tasks:

1. Explore local schools and colleges that offer basic education courses in preparation. for the GED examination.
2. Determine the specific state requirements.
3. For learners who are not high school graduates, complete timed exercises on the same content.

Evaluation:

Retest on pretest

Resources:

Book

How to Prepare for the G. E. D., New York, N. Y., Arco Publishing Company.

PRETEST: PREPARATION FOR THE G. E. D.

Directions: Answer the following questions.

1. What is the purpose of the G. E. D. ?

2. What is the age requirement in most states?

3. Where does one apply for admission to take the G. E. D. ?

4. What does the test cover?

Objective: The learner will gain information concerning job classifications and the effect of attitude on getting a job.

Pre-test: An oral questionnaire

Content: With the technology and industrialization of our society, one needs at least a high school diploma or its equivalent to get a job. Along with acquisition of appropriate skills and techniques, it is important that the student develop a good set of attitudes concerning work. If he does not exhibit the proper attitudes concerning work, it is unlikely that he will be able to function successfully, regardless of what skills he may possess. So often the individual may lack confidence in himself or he may have encountered failure. Fostering good attitudinal growth is the first step in preparing for a vocation or any profession.

Before exposure to the broad occupational spectrum, the learner needs to know the group arrangements of jobs. Jobs fall in three general categories: skilled, semi-skilled and unskilled.

Skilled jobs require formal training or instruction in a particular occupation as a craft or trade. Semi-skilled jobs require less training than a skilled job and more than an unskilled. An example is a carpenter's helper. Unskilled jobs require no formal instruction. Examples are a street cleaner and a domestic worker.

Learning Tasks:

1. Discuss kinds of behavior that reflect poor attitudes toward a job.
2. Discuss specific types of jobs and appropriate training for each.
3. Match specific jobs with correct categories.
4. Listen to presentation by job counselor from the state employment commission.

5. Visit job training centers to observe various kinds of jobs and the requirements for each (e. g. manpower centers).

Evaluation: Reassessment on pre-test.

Resources:

Books

Dogin, Yvette, Jobs from "A to Z", Phoenix, N. Y., Frank E. Richards Publishing Company, 1969.

How to Get a Job, The President's Committee on Employment of the Handicapped, Washington, D. C.

Super, et. al. Vocational Development. New York: Teachers College Press, 1957.

PRETEST: JOB CLASSIFICATIONS

Directions: Answer the following questions.

1. How may one's attitude affect opportunities for employment?

2. Why may a person seem to lack strong self-confidence on a job?

3. What is the difference between unskilled and skilled jobs?

4. Name three examples of each of the following types of jobs: unskilled, semiskilled, skilled.

Objective: The learner will understand how to fill out an application form.

Pre-test: Complete a sample application form.

Content: Whether one is semi-skilled, has a skill, or has a college degree, the person should know the importance of filling out the job application form correctly and neatly. Most applications contain these items: Name, date, address, phone, social security number, draft status, sex, height, weight, birth, work experience and references.

For some jobs, a security clearance is required. This involves careful examination if the applicant's past to determine whether he has a police record and also to determine whether he has engaged in questionable political activities such as communist groups. Such an investigation is necessary for many government jobs.

The applicant should read the application well before he begins to fill it out. If the directions are to print the applicant should not use long hand writing. Ink should be used in completing the form. The writing should be neat and legible. If at all possible, the applicant should type the information on the form.

Explanation of Typical Items on an Application Form

Name:	Write your full name. Check to see if first or last names is required first.
Date:	Write the current date (month, date, year)
Address:	Your present or permanent residence should be given.
Social Security No.:	If you do not have one, the nearest Social Security Board will assign you one.

Draft status: Your draft card will give this information. If female and not a veteran, this blank is not applicable to you.

Sex: Indicate whether you are female or male.

Height: This is usually given in feet and inches.

Weight: Pounds generally adequate.

Work Permit No.: Such a number is given when one is under age for work.

Previous Work Experiences: This includes part-time, temporary, and full-time employment

References: List those persons who know your abilities, character, etc. You should secure their permission before their names are given.

Education: List all the schools you attended giving the dates. Under "other training" you may list any additional special training you have had.

Learning Tasks:

1. Write a letter asking for permission to use a person's name as reference.
2. Fill out a sample application form.

Evaluation: Same as pre-test.

Resources:

Films/Filmstrips

Applying for a Job (22 min., color) New York: Sterling Educational films, 1971.

Your Job (4 Film Series; 14-16 min. each, black and white) Chicago: Coronet Instructional Films, 1968.

They Beat the Odds (22 min.) Chicago: Coronet Instructional Films, 1968.

Sample Application Form

Application for Employment

Please Print

Date_____

Name _____
First Middle Last

Address_____
Number Street City State

Telephone_____Social Security No. _____

Draft Status_____

Have you ever been employed by us before? Check one _____
Yes No

Male_____ Female_____ (Check one) Age_____

Height_____ Weight_____

Date of Birth

_____
Month Day Year City State

_____

Work permit number (if under 18)_____

Married? _____Yes _____No (Check one)

No. of Children_____ Other dependents _____

Citizen_____Yes _____No (Check one)

Father's Name_____

Is he living _____Yes _____No (Check one)

Mother's Name_____

Is she living? _____Yes _____No (Check one)

Education:

Elementary School _____From_____To_____

Junior High School_____From_____To_____

Senior High School_____From_____To_____

Vocational School_____From_____To_____

Other training_____From_____To_____

Previous Work Experience

List your previous jobs in order of last job first.

	Company	Address	Kind of Work
1.			
2.			
3.			
4.			

References

(Do Not List Relatives)

	Name	Address	Occupation
1.			
2.			
3.			

_____

Applicant's Signature

Objective: The learner will understand the importance of and prepare for job interviews through role playing activities.

Pretest: A written sentence--completion instrument

Content: Interviews are important tools. The interviews do what an application form can not do for the job seeker. The face-to-face contact sometimes gains more for the applicant than a neatly filled application form. This type of interview is called a personnel interview.

Personnel interviews have the common purpose of obtaining information about the past work experience, personal characteristics, interests and abilities of job applicants. This information is to serve as a basis for an initial recommendation as to whether or not the person should be hired and if so, for what sort of position. It is important that the person seeking a job is well-dressed and uses his best manners. The fact is, he is selling himself to the employer and he should want the employer to make a good investment.

Learning Tasks:

1. Plan a script for an interview and describe the appropriate type of dress.
2. Role-playing and critique interviews.

Evaluation:

1. Reassessment on pretest.
2. Successful completion of an interview of someone outside the class.

Resources:

Books

Khan, Robert and Cannell, Charles F. The Dynamics of Interviewing, 1963.

Films/Filmstrips

Job Interviews, Churchill Films, 1967. (17 min., color).

PRETEST: PREPARATION FOR JOB INTERVIEWS

Directions: Select the best word to complete each sentence.

1. The applicant should be (clean/dirty).

2. The person seeking a job should arrive (on time/late).

3. The interview gives information on the person's (medical history/past work experiences).

4. The responses in an interview should be (honest/padded).

5. The person who is seeking a job should appear to be (rushed/calm).